



DUNCAN CHAPEL ELEMENTARY

210 Duncan Chapel Road
Greenville, South Carolina

Grades	K-5 Elementary School	
Enrollment	641 Students	
Principal	Regenia McClain	864-355-2700
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

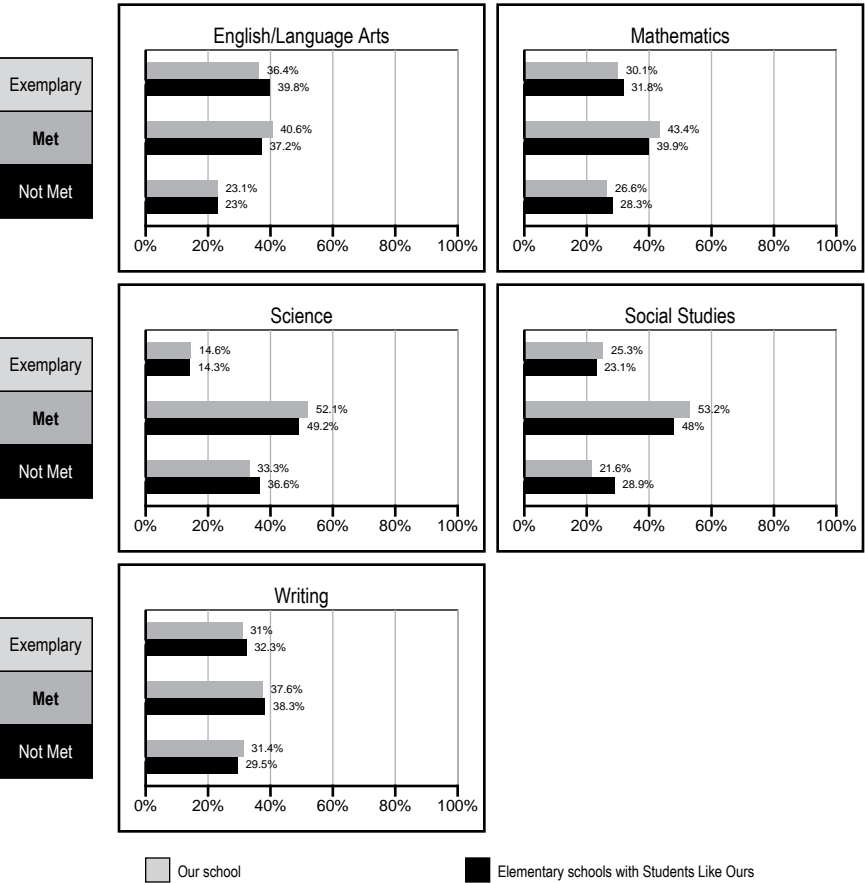
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	24	89	3	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=641)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	No Change	1.2%	1.2%
Attendance rate	95.6%	Down from 96.6%	95.9%	96.1%
Eligible for gifted and talented	11.7%	Up from 10.1%	11.7%	11.7%
With disabilities other than speech	10.9%	Up from 9.9%	8.7%	8.0%
Older than usual for grade	0.4%	Up from 0.2%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	58.5%	Up from 55.6%	60.3%	60.5%
Continuing contract teachers	78.0%	Up from 64.4%	86.3%	84.6%
Teachers with emergency or provisional certificates	2.9%	No Change	0.0%	0.0%
Teachers returning from previous year	85.8%	Up from 85.5%	88.8%	87.0%
Teacher attendance rate	97.2%	Up from 95.7%	95.4%	95.4%
Average teacher salary*	\$46,032	Up 2.3%	\$47,280	\$47,288
Professional development days/teacher	8.9 days	Up from 8.2 days	10.5 days	10.5 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 18.9 to 1	19.2 to 1	19.2 to 1
Prime instructional time	92.9%	Up from 92.0%	90.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,182	Up 16.3%	\$7,537	\$7,548
Percent of expenditures for instruction**	69.5%	Up from 67.9%	67.4%	68.7%
Percent of expenditures for teacher salaries**	66.0%	Up from 65.6%	64.0%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Duncan Chapel's state of the art facility provides increased opportunities for students to integrate technology, the arts and literature into stimulating learning experiences. We maintained an All clear accreditation by the Southern Association of Colleges and Schools and the State Department of Education. The many strengths of the school include strong instructional leadership, fully certified staff, sequentially organized curriculum, a strong PTA, parent volunteer program (over 30,000 hours), 39 years of 100% PTA membership, and a supportive community partnership. Our Title I status for 2010-2011 will provide additional technology and instructional support for our school.

Our School-Wide accomplishments include the following:

Red Carpet Award from the State Department of Education

Implementation of Baldrige model for Quality Students

Recognized as a 2010 Safe Kids School by the Greenville Children's Hospital

Reading Intervention Teachers

Multiple Grants to enrich curriculum

Our school leadership/portfolio team developed goals, objectives and strategies for our students for 2010-2011. Two goals were selected as the highest priority for improvement in 2010-11 based on test scores and surveys. Two desired results for student learning are to increase students achievement in the area of math and ELA and to improve public understanding and support that nurture parental, community, and volunteer involvement.

Regenia McClain, Principal

Erica McCleskey, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	91	0
Percent satisfied with learning environment	83.8%	92.3%	FORMS
Percent satisfied with social and physical environment	97.3%	92.3%	LOST IN
Percent satisfied with school-home relations	73.0%	92.3%	SHIPMENT

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 29 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	311	99.7	22.8	40.7	36.5	86	84.7	83.5	Yes	Yes
Gender										
Male	151	100	26.2	37.6	36.2	80.9	81.3	80.1	N/A	N/A
Female	160	99.4	19.4	43.8	36.8	91	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	138	100	15	39.1	45.9	90.2	90	89.6	Yes	Yes
African American	96	100	28.9	39.8	31.3	83.1	73.4	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	68	98.5	31.7	48.3	20	80	78.4	79.6	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	64	100	53.6	33.9	12.5	64.3	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	65	98.5	34.5	41.4	24.1	77.6	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	226	99.6	28.3	41	30.7	82	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	311	100	26.6	43.4	30.1	89.5	82	80.4	Yes	Yes
Gender										
Male	151	100	28.4	39	32.6	88.7	80.5	78.4	N/A	N/A
Female	160	100	24.8	47.6	27.6	90.3	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	138	100	22.6	38.3	39.1	92.5	87.7	87.8	Yes	Yes
African American	96	100	27.7	54.2	18.1	85.5	68.4	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	68	100	34.4	41	24.6	88.5	78.3	78.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	64	100	55.4	30.4	14.3	60.7	46.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	65	100	30.5	40.7	28.8	91.5	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	226	100	30.1	45.6	24.3	88.8	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	210	100	33.3	52.1	14.6	66.7	70.6	67.3
Gender								
Male	101	100	32.3	52.7	15.1	67.7	70.1	66.9
Female	109	100	34.3	51.5	14.1	65.7	71.1	67.7
Racial/Ethnic Group								
White	94	100	25.3	49.5	25.3	74.7	80.2	79.6
African American	66	100	43.6	50.9	5.5	56.4	50.4	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	45	100	39	58.5	2.4	61	60.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	43	100	65.8	28.9	5.3	34.2	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	42	100	38.5	56.4	5.1	61.5	60.6	58.6
Socio-Economic Status								
Subsidized meals	155	100	41.1	49.6	9.2	58.9	57.1	55.4

Social Studies								
All Students	210	100	21.6	53.2	25.3	78.4	73.2	70.9
Gender								
Male	105	100	15.5	56.7	27.8	84.5	72.8	70.1
Female	105	100	28	49.5	22.6	72	73.7	71.7
Racial/Ethnic Group								
White	86	100	18.3	48.8	32.9	81.7	79.8	79.2
African American	67	100	22.8	57.9	19.3	77.2	57.9	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	50	100	25	56.8	18.2	75	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	40	100	38.2	50	11.8	61.8	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	49	100	27.3	50	22.7	72.7	69	68
Socio-Economic Status								
Subsidized meals	152	100	25.7	56.6	17.6	74.3	61.6	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	309	98.7	30.6	38	31.3	69.4	74	72.1	95.6	96.2
Gender										
Male	149	99.3	36.4	37.1	26.4	63.6	67.2	65.2	95.5	96.2
Female	160	98.1	25	38.9	36.1	75	81.1	79.2	95.8	96.3
Racial/Ethnic Group										
White	136	98.5	22.1	34.4	43.5	77.9	81.6	80.8	95.8	96.1
African American	97	99	37.3	47	15.7	62.7	58.6	59.7	95.2	96.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.8	87	97.1	97.5
Hispanic	67	98.5	37.7	39.3	23	62.3	63.1	64.6	95.8	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	94.6	94.8
Disability Status										
Disabled	62	100	58.2	29.1	12.7	41.8	29.5	27.7	94.3	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	64	98.4	42.4	30.5	27.1	57.6	62.9	63.7	96.1	97
Socio-Economic Status										
Subsidized meals	226	98.7	36.1	42.4	21.5	63.9	61.1	61.9	95.3	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	106	100	29.6	26.5	43.9	70.4
	4	101	100	25.5	43.6	30.9	74.5
	5	90	100	25.9	44.7	29.4	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	99	99	16	27.7	56.4	84
	4	109	100	28.1	49	22.9	71.9
	5	103	100	24.2	45.3	30.5	75.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	106	100	28.6	34.7	36.7	71.4
	4	101	100	19.1	46.8	34	80.9
	5	90	100	24.7	62.4	12.9	75.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	99	100	23.2	32.6	44.2	76.8
	4	109	100	26	51	22.9	74
	5	103	100	30.5	46.3	23.2	69.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	53	100	44		12	56
	4	101	100	18.9	62.1	18.9	81.1
	5	44	97.7	26.8	68.3	4.9	73.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	49	100	39.6	29.2	31.3	60.4
	4	109	100	27.1	61.5	11.5	72.9
	5	52	100	39.6	56.3	4.2	60.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	53	100	12.2	40.8	46.9	87.8
	4	101	100	20	55.8	24.2	80
	5	46	97.8	27.3	50	22.7	72.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	50	100	14.9	51.1	34	85.1
	4	109	100	16.7	60.4	22.9	83.3
	5	51	100	38.3	40.4	21.3	61.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	103	100	36.4	30.3	33.3	63.6
	4	101	100	30.2	47.9	21.9	69.8
	5	89	97.8	26.5	39.8	33.7	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	98	96.9	21.7	35.9	42.4	78.3
	4	108	100	39.2	43.3	17.5	60.8
	5	103	99	30.5	34.7	34.7	69.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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